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ABSTRACT

This preservice education program, begun in 1964, is a 2-year sequences of four interdisciplinary education courses whose objectives are to help students gain a feeling of adequacy as educators and to help them acquire the necessary background and skills for problemsolving in teaching. Important features of the program include independent reading and self-testing, video-tape viewing, instruction by teaching teams, small group discussions, laboratory experience as a teacher aide, and an in-depth research report extending over the entire program. Evaluation of the program was accomplished by comparing with national norms participants' performance on the Graduate Record Examination: Advanced Education Test, soliciting opinions from students currently enrolled in the program, and asking student teachers who had completed the program to evaluate their training. Two follow-up studies were conducted. One surveyed opinions of inservice graduates about their total professional training, and the other asked school principals to evaluate program graduates with respect to 24 traits. (The appendixes contain samples of some of the evaluation forms used and details of the results, and a pamphlet outlines the teacher aide program.) (SP 003 753 is a related document.) (RT)

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The Centers of Discovery Program

College of Education
Florida Atlantic University
Boca Raton, Florida

November, 1969

SP003752

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Part I. Summary

Summary

The Centers of Discovery program is a sequence of four upper-division professional education courses offered by the College of Education, Florida Atlantic University. This program was started in the Fall, 1964, when Florida Atlantic University enrolled its first group of upper division students. At this point in time, the program was, indeed, an innovation in higher education.

The ultimate goal of the program is to produce teachers who can deal effectively with educational problems and issues in a fast-changing society. Concomitant outcomes are "discovery of self" in the role of teacher, a feeling of adequacy in assuming this role, and ability to provide good learning situations for children.

The design of the Centers program makes provisions for involving students in the learning process via exploration, experimentation, and research. The program is interdisciplinary in nature. Faculty are assigned to teaching teams. Independent study, self pacing on the part of the student, seminars, student-faculty planning, field experiences in public schools and student research are integral parts of the design.

The nature of the design is such that periodic modifications can be made without destroying its basic structure. Consequently, continuous self-study by faculty and a student advisory committee is undertaken to point up strengths and weaknesses.

Although no formal, comprehensive research has been undertaken to evaluate the effectiveness of the program, data collected from various "opinion" surveys suggest that the vast majority of our students have achieved many of the desired competencies.

Part II. Explanation and Analysis

Development of the Program

In the Fall, 1964, Florida Atlantic University opened its doors as the first upper division university in the Nation. Its student population came from Florida's well-established system of junior colleges, particularly those institutions located in Southeast Florida. The establishment of this unique institution culminated several years of effort by civic leaders, government officials, the Board of Regents of the State University System, and a group of educators.

Guidelines for the university were adopted in 1961. Implementation of these guidelines began in July, 1962, and by July, 1963, a small group of administrators and faculty were formulating plans for the structure and programs of five colleges; namely, Business and Public Administration, Education, Humanities, Science, and Social Science.

In addition to being an upper division university, the guidelines stressed the need for an organizational structure in which departmentalization would be minimized and interdisciplinary programs emphasized. Programs and instruction were to provide for full use of new techniques, particularly instruction via television. Hence, the Learning Resources Center was viewed as the heart of the University.

Keeping these guidelines in mind, the first four faculty members of the College of Education began, in 1963, to formulate a basic design for an interdepartmental program for all students majoring in Education. The most difficult phases of development came in working out the details needed for implementation.

This program entitled "Centers of Discovery", is now in its fifth year of operation. In the Fall, 1967, a major revision was necessitated by a change from the trimester system to the quarter system. The original three-course sequence became a four-course sequence. Other modifications have been made during the four-year period, but the basic design of the original program remains essentially the same.

Description of the Current Program

A complete description of the current Centers of Discovery program would require many pages. Consequently, this brief description omits (1) a discussion of the specific procedures used in implementing the various features of the program, (2) a discussion of the supporting arguments from theory/research for the design, and (3) a repetition of the salient points presented by Dr. H. A. Kersey in his article, "FAU's Centers of Discovery: A New Dimension in Teacher Education", ED 302 Study Guide, pages 27-34. (See SP003753)

Although the Centers of Discovery program is a section of the Foundations Department, it is basically an interdepartmental program taken in sequence by all Education majors. For course descriptions, refer to FAU Bulletin, 1969-70, pages 121-22. Both elementary and secondary majors take courses in their areas of specialization concurrently with the Centers of Discovery. Secondary majors enroll for ED 404, Special Methods, at the end of the program or concurrently with ED 305. Students must complete the program before enrolling in ED 405, Student Teaching.

The content throughout the program represents a "blending" of selected groups of important concepts included in (1) psychological, philosophical,

sociological, and historical foundations of education and in (2) general methods and curriculum courses. The selection of the content is a faculty decision as to what currently represents some of the important commonalities in conceptual knowledge, skills, and techniques that all students should possess.

Because of this selection of content the program could be described as one-third "structured". Two-thirds of the program is "unstructured", thereby permitting students and instructors to pursue very diversified kinds of learning situations and in-depth areas of study or research.

The 18 quarter hours of credit earned in this program has been approved by the Florida State Board of Education as meeting the professional preparation requirements in Foundations of Education and in General Methods of Teaching and General Curriculum. Both are needed for Florida State Certification.

The design of the program requires the use of a Study Guide for each course. These Guides are revised periodically in order to up-date materials and procedures.

The basic features of the Centers of Discovery are:

1. Use of video-tape instruction with large groups of students during one class period per week.

2. Use of teaching teams comprised of curriculum specialists, specialists in educational foundations, and outstanding public school teachers.

3. Emphasis on independent study and student responsibility for learning.

4. Opportunity for each student to set his own pace in learning. (This includes setting his own schedule for proficiency testing.)

5. Provision for on-going field laboratory experiences beginning in ED 302. (The Education students serve as student-aides in public schools in a three-county area).

6. Emphasis on inquiry groups and seminars to foster self discovery, application of concepts, and creative approaches to classroom problems.

7. Provision for an in-depth study or undergraduate research extending over three quarters.

8. Use of a comprehensive system of record keeping and student evaluation.

9. Opportunity for each student to receive guidance.

10. Procedures for evaluating and improving oral communication of all Education students.

11. Procedures for screening students who do not meet the qualifications needed for admission to teacher education.

12. Use of a student advisory committee to work with faculty in program improvement.

13. Opportunity for interested students to assist faculty in the production of instructional and evaluative materials.

Objectives

The four general objectives for all the Centers of Discovery are described in semi-behavioral terms in the Study Guide for the first course, ED 302, Center of Discovery I, pages xi to xiii.

Specific objectives are also listed for each week in each of the three Study Guides. (Please refer to the ED 302 Guide for examples.)

Personnel Involved

During the current Fall Quarter, 1969, 1150 students are enrolled in the Centers of Discovery program. The program is administered by the Chairman of the Foundations Department with the help of four course coordinators. Each coordinator works with his team leaders and teaching faculty to facilitate instruction and program development.

Twelve members of the Foundations faculty are currently assigned to the on-campus program. Eight of these have doctor's degrees; four are candidates for the doctorate. The specializations represented are: guidance, educational psychology, research, social foundations, historical and philosophical foundations, administration, and curriculum and instruction.

In addition to the above-mentioned faculty, two public school teachers have been appointed on a full-time basis for this academic year. Nine additional faculty are employed part time. Two of these are public school teachers; two are public school supervisors; one an elementary principal, and four are "on loan" from the Department of Student Teaching.

Because of the comprehensiveness of the student-aide program and the task of student record keeping, one person is assigned full-time to these phases of the program. The Foundations Department also has two secretaries and one graduate assistant.

Budget

The annual budget for the Foundations Department for 1969-1970 is presented below:

Total salaries	$202,983.00
Expense	6,206.00
Other Capital Outlay	2,000.00

Contributions

It is assumed that the Centers of Discovery program has made a contribution to the improvement of teacher education. This assumption is based mainly on the following:

1. The very favorable comments made by the numerous educators who have visited the College of Education, Florida Atlantic University, during the years 1963-1969 and their requests for copies of the Study Guides and other available materials. (The visitors included groups from as far away as Canada, Norway, England, and Denmark).
2. Invitations to the Department chairman to discuss the program at the 13th Annual Western Canada Conference on Teacher Education, 1965, and at Florida Technological University during its planning phase in 1966.
3. Letters of inquiry from faculty at several universities and changes in the programs of some of the institutions which have had direct or indirect contact with the Centers program.

Evaluation

To assign an over-all evaluative rating to a program as comprehensive and multi-faceted as the Centers program is somewhat difficult. If a five-point rating scale were used, available data would certainly support a rating of four, or "above average".

In acquisition of important concepts in the field of Education, our students compare very favorably with national norms for undergraduates on the Graduate Record Examination: Advanced Education Test. For documentation, refer to Appendix A, page 12.

Periodic evaluations by students currently enrolled in the program have been predominantly favorable. Refer to Appendix B, page 16.

Each quarter, student teachers who have completed their student teaching assignments are asked to evaluate various phases of their professional

training. Their comments regarding experiences in the Centers of Discovery have been very favorable. An example of one of these surveys is included in Appendix C, page 31.

The Department of Educational Research has recently conducted two extensive follow-up studies of our graduates in regard to their professional training. Although opinions about the Centers program were not specifically elicited in either survey, it could be assumed that experiences in this program were an influential factor. The first study surveyed opinions of in-service graduates in regard to their total professional training. An analysis of the data shows a general "above-average" rating. Refer to Appendix D, page 39.

The second study was designed to obtain an evaluation of Florida Atlantic University graduates by principals with respect to 24 traits. Generally the results of the rating scale indicated that the principals were in favorable agreement with the personal qualities and professional training of our graduates. Refer to Appendix E, page 44.

Concerted efforts are being made by the faculty to achieve an over-all rating of "outstanding" for the program. We believe that this can be accomplished by focusing on those few features which have been identified by students and faculty as areas of concern. Some of these concerns stem from sheer numbers of students. Handling approximately 1,000 students each quarter in a program as complex as this one is, indeed, a challenge.

Appendices

Appendix A: Performance of Education Students on the School and College Ability Test: Junior Level, and on the Graduate Record Examination: Advanced Education Test.

All junior level students entering Florida Atlantic University are given the SCAT during orientation week. Percentiles are in terms of national norms for juniors. Data acquired for 1759 students for 1967-68 are presented below. Percentages of students falling in each quarter of performance are:

	Below Q_1	$Q_1 - Q_2$	$Q_2 - Q_3$	Above Q_3
SCAT: Verbal	20	34	25	21
SCAT: Quantitative	32	32	28	8

In performance on the SCAT, our student population is very heterogenous. Percentiles range from 1 to 98.

All Education majors are required to take the Advanced Education Test or a Special Field Test just prior to graduation. The following statistics show the performance of 911 students on the Advanced Education Test during 1967-68:

	Florida Atlantic University	National Undergraduate Norm
$\bar{X}$	471	409
SD	75.06	65

$t = 15.1$
$P = >.01$

As a group our Education students performed at a level significantly above national norms. This suggests that in the acquisition of concepts

and knowledge deemed important by the panel of writers for this test, our students do exceed the national undergraduate norm.

When the Advanced Education Test scores of our students are grouped into quarters, the percentages of students in each quarter are:

Above Q_3	43
Q_2 - Q_3	28
Q_1 - Q_2	22
Below Q_1	7

These percentages indicate that 43 per cent are in the top quarter, while only 7 per cent are in the lowest quarter.

Reference to our students' incoming SCAT scores on the verbal section shows that 21 per cent of incoming students fall in the fourth quarter in scholastic ability and 20 per cent in the lowest quarter. A crude comparison of SCAT and Advanced Education Test scores suggests that although our students do not differ markedly from national norms in scholastic ability, they do differ significantly in achievement. Consequently, we feel that our program does foster acquisition of basic concepts.

Appendix B: Opinions of Students Enrolled in the Centers of Discovery

Near the end of each quarter, many instructors ask their students to express opinions about the program in general or about certain specific aspects. A perusal of these opinions over the past two years revealed more favorable than unfavorable opinions. Less than 10 per cent of the students surveyed have been entirely negative in opinions. About 30 per cent have been completely positive. The remaining 60 per cent have had many more positive opinions than negative ones.

During the Winter Quarter, 1968, all instructors were asked to obtain student responses to the following questions, "Has the class work in the Centers program helped you in your student-aide work? If so, in what respect? If not, why?"

Six hundred fifty-one student responses were obtained. Each student response was classified as 90% negative, 90% positive, or "somewhere in-between." The resulting classifications of student responses were as follows:

90% positive	23.0%
In-between	66.5%
90% negative	10.5%

Pages 16 to 27 include examples of student responses for each of these classifications.

Consequently, one can assume that the majority of students view the Centers program as having some beneficial relationship to student-aide work.

Only a small per cent see no relationship between course work and student-aide activities.

Appendix C: Opinions of Student Teachers Regarding Important Aspects of the Centers of Discovery

PURPOSE

This study was undertaken as part of a comprehensive evaluation of the teacher education program at Florida Atlantic University. It was assumed that an analysis of the opinions of interns about various aspects of the Cross-departmental Program, entitled Centers of Discovery, would provide some evidence as to strengths and weaknesses as well as the general effectiveness of this sequence of courses in the preparation of teachers.

PROCEDURES

A 25 item five-step rating scale was designed to elicit opinions regarding important aspects of the program, with A representing the most favorable opinion and E the least favorable. The interns were asked to express their opinions about (1) the effectiveness of the program in helping them to progress toward the major objectives, (2) the quality of instruction, (3) the content, (4) the learning situations, and (5) the evaluative procedures. A copy of this scale is included in the Appendix.

The scale was administered to 171 interns on December 8, 1967. These interns had returned to campus for their final seminar. All had recently completed the sequence of courses designed for the trimester system, namely, ED 300, ED 301 and ED 400.

The interns were asked to mark their responses on IBM answer sheets. No names or other identification was requested. Their responses were then scored and converted to percents by computer. A Chi square test for each item was also computed to determine the significance of the difference between the percentages of interns responding favorably or unfavorably.

It was hypothesized that there would be no significant differences between favorable and unfavorable responses. The level of significance was set at .01 or less.

ANALYSIS

Histograms showing the percent of interns selecting each of the five steps are included in the Appendix. Steps A and B indicate favorable opinions; D and E unfavorable opinions, and C is more or less neutral or adequate.

Table I shows the significance of the difference between percentages of interns responding favorably or unfavorably to each of the 25 items. Iten number 25 was not included because it did not have five steps. It indicated which of the courses in the sequence was viewed as most beneficial.

For 19 of the 25 items, one must reject the hypothesis that there is no significant difference between percentages. For 6 of the items the hypothesis must be retained. Eighteen of the 19 items indicate favorable opinions. Only one is unfavorable.

SUMMARY

In general, the opinions of the interns were favorable. The only significantly unfavorable rating was given to the video tapes.

The interns liked the teacher-aide program, the opportunity to retake tests, and the help obtained from their instructors. They thought their instructors had ability to teach. They liked the Inquiry Groups and the

TABLE I

Significance of the Difference Between Percentages of Interns Responding Favorably or Unfavorably to Each of the 25 Items

Item No.	Context of Item	Percent Unfavorable (D and E)	Percent Favorable (A and B)	Greater Proportion U or F	P/2
9	Teacher-aide program	9	78	F	<.01
4	Opportunity to retake tests	19	69	F	<.01
21	Can obtain help from instructors	14	68	F	<.01
24	Instructor's Ability to teach	14	67	F	<.01
10	Opportunity to pace self	17	63	F	<.01
5	Value of independent study	16	59	F	<.01
7	Helped to become professional person	11	59	F	<.01
19	Created desire to innovate	15	56	F	<.01
26	Helped formulate ed. philosophy	14	56	F	<.01
8	Contributed to intellectual dev.	12	55	F	<.01
20	Helped in feeling more adequate	14	53	F	<.01
1	General strength of program	12	53	F	<.01
22	Ready for independent study	11	50	F	<.01
15	Proficiency in evaluation	14	49	F	<.01
17	Value of Inquiry Group	23	49	F	<.01
23	Program fostered creativity	23	46	F	.01
18	Teaching methods used	18	43	F	<.01
3	Rating of grading system	21	41	F	<.01
26	Appraisal of video tapes	58	13	Unf	<.01
11	Value of projects	27	47	-	NS
14	Opinion of basic readings	25	44	-	NS
6	Helped in making application	28	37	-	NS
13	Opinion of in-depth readings	24	36	-	NS
2	Content of tests	39	29	-	NS
16	Helped meet problems as intern	32	26	-	NS

methods used. They liked the opportunity to pace themselves, and to do independent study. They felt that the program helped them to become more creative, more professional, to feel more adequate as a person, and to develop a philosophy of education. The program was also viewed as fostering intellectual development, and a desire to innovate and experiment. As a group, the interns felt they were ready to do independent study and had become more proficient in the process of evaluation in assessing the growth and development of children toward educational objectives. They also liked the system used in the Centers of Discovery to evaluate their programs.

There was no significant difference between percentages of ratings on six items; hence the trend of opinion was neither predominantly "favorable" nor "unfavorable". These items pertained to the projects, the basic and in-depth readings, and the content sampled by the tests. Some interns felt that the Centers of Discovery greatly helped them to apply what was learned and to meet the problems they encountered as student teachers; approximately the same percentage said the program was adequate in this respect; others took a more unfavorable position. Consequently, no definite trend emerged.

A P P E N D I X

FLORIDA ATLANTIC UNIVERSITY

DIRECTIONS: Your are requested to rate your feelings about the Centers of Discovery on each item which follows. The purpose of securing this information is to provide a basis for the improvement of the Professional Education Program at FAU. Since this is an evaluation of Centers of Discovery I, II, and III, it is important that you base your judgments strictly on your own opinion of these courses. Mark each rating on the answer sheet provided.

<u>Do NOT sign your name or give your ID number</u>

1. From your recent experience as an intern, how would you rate the general strength of the program?
   A. Cutstanding
   B. Above average
   C. Average
   D. Below average
   E. Poor

2. How well did the content of the tests sample your knowledge?
   A. Exceedingly well
   B. Very well
   C. Just average
   D. Below average
   E. Not well at all

3. In comparison with other grading systems, how would you rate the grading procedures of the Centers of Discovery?
   A. Cutstanding
   B. Above average
   C. Average
   D. Below average
   E. Poor

4. How would you rate the procedure of having the opportunity to retake the tests that you might have failed?
   A. Cutstanding
   B. Above average
   C. Average
   D. Below average
   E. Poor procedure

5. How would you assess the value of independent study in these courses?
   A. Extremely valuable
   B. Above average
   C. Average
   D. Little value
   E. No value at all

6. "Learning involves the use or application of what is learned." How much did the Centers of Discovery help you to make this application?
   A. Extremely helpful
   B. Above average
   C. Average
   D. Not much help
   E. None at all

7. To what degree do you feel your experiences in the Centers of Discovery have helped you to become a more professional person?
   A. Extremely high degree
   B. Above average degree
   C. Average degree
   D. Below average degree
   E. Low degree

8. To what extent did the Centers of Discovery contribute to your intellectual development?
   A. Outstanding
   B. Above average
   C. Average
   D. Below average
   E. None

9. The opportunity to observe and participate (teacher-aide) in an actual classroom was a learning experience that I would rate as:
   A. Outstanding
   B. Above average
   C. Average
   D. Below average
   E. Poor

10. How beneficial was it to you to be able to go through the sequence of Centers of Discovery at your own pace?
   A. Extremely beneficial
   B. Above average
   C. Average
   D. Below average
   E. No benefit

11. How would you rate the value received from the time and effort required on your projects for these courses?
   A. Very beneficial
   B. Above average
   C. Average
   D. Below average
   E. Not beneficial

12. How would you appraise the video tapes in Centers of Discovery"

A. Very beneficial
B. Above average
C. Average
D. Below average
E. Not beneficial

13. Please rate your opinion of the in-depth reading materials suggested in the guidelines for Centers of Discovery I, II, and III.

A. Outstanding
B. Above average
C. Average
D. Below average
E. Low

14. Indicate your opinion of the Basic Readings required throughout the Centers of Discovery program.

A. Excellent
B. Good
C. Average
D. Below average
E. Poor

15. How much has the professional sequence helped you to gain proficiency in assessing and evaluating the growth and development of children toward educational objectives?

A. A great deal
B. Above average
C. Average
D. Below average
E. None

16. How much did the Centers of Discovery program help you meet some of the problems you encountered as an intern?

A. Extremely helpful
B. Very helpful
C. Some help
D. Not much help
E. No help at all

17. How would you assess the value of your Inquiry Group discussions?

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

18. Considering the distinctive purposes of the Centers of Discovery, how would you rate the teaching methods used?

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

19. To what extent did the Centers of Discovery program create a desire to make innovations and to experiment with new approaches to problems?

A. Very influential
B. More than average
C. About average
D. Less than average
E. Very little

20. Estimate how the program has helped you to feel more adequate as a person and ultimately as an educator.

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

21. To what extent did you feel you could seek help from your instructors with respect to personal and academic problems.

A. Extremely high extent
B. Above average extent
C. Average extent
D. Below average extent
E. None at all

22. In your opinion, to what degree were you prepared to assume independent study assignments early in the professional sequence of the Centers of Discovery?

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

23. To what degree do you feel that the Centers of Discovery program helped you become more creative?

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

24. In ability to teach, I feel the instructors in the Centers of Discovery program were

A. Outstanding
B. Above average
C. Average
D. Below average
E. Poor

25. From which course in the Centers of Discovery did you feel you received the most benefit?

A. Center of Discovery I (ED 300)
B. Center of Discovery II (ED 301)
C. Center of Discovery III (ED 400)

26. To what extent have the Centers of Discovery helped formulate your own philosophy of education?

A. Extremely high extent
B. Above average extent
C. Average extent
D. Below average extent
E. None

Appendix D: Follow-up Study of College of Education Graduates

FOLLOW-UP STUDY

COLLEGE OF EDUCATION GRADUATES

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1969

FOLLOW-UP STUDY OF COLLEGE OF EDUCATION GRADUATES

A Teacher's Rating Scale for Professional Training, which was developed by the Department of Educational Research, was sent to in-service graduates of the College of Education of Florida Atlantic University in Broward, Dade and Palm Beach Counties. The purpose of the scale was to find out how FAU graduates rated themselves on each of 16 questions on the scale.

Each chi square test showed a difference between the observed and theoretical frequencies, which was significant beyond the .01 level of confidence. The teachers rated their professional training as *adequate* in the following areas: Understanding of *school organization and administration;* effective classroom *discipline;* helpful experiences in *classroom management; stimulation* of students; meeting of *community needs; provision of diversity* in classroom situations; and implementing effective use of *instructional media.* The teachers rated their professional training as *above average* in the following areas: efficient *organization for instruction; personal security* in teaching techniques; help with *innovative teaching ideas;* knowledge of *subject matter;* development of desired personal or *social characteristics* required by the profession; meeting the *needs of children* or students; implementing effective *usage of instructional materials; professional training per se;* rating of self as compared to teachers trained in other institutions.

Thus, the replies of the graduates of the College of Education at Florida Atlantic University showed that a significantly higher number *rated their professional training as adequate or above average, as previously indicated, than those who rated the various statements as inadequate or outstanding.* In addition, more statements were rated as above average than adequate by the teachers.

The results of the scale seem to indicate that in order to achieve above average or outstanding professional training of teachers at Florida Atlantic

University, more emphasis should be placed on organization, administration, and classroom management. The results also seemed to indicate that more time should be spent on methods of stimulating students to learn, and providing training for diversity in classroom teaching situations. In addition, the data showed a need for stressing the effective use of instructional media, and how teachers can meet the needs of the community, although they are meeting the needs of the students.

On the whole, the results of the scale showed that the graduates seemed to *feel secure as teachers,* that their professional training *was above average,* and that they were *above average as compared to teachers trained in other institutions.* The data showed that the teachers felt that they had above average knowledge of subject matter, could organize and effectively use their instructional material, and innovate teaching ideas. The results also showed that the teachers believed that they had developed desirable personal and social characteristics required by the profession as a result of their training at Florida Atlantic University.

It is important to note that of all of the items on the scale which were rated by the teachers, *the highest degree of consensus in the above average significant chi squares were on the adequacy of professional training and rating of themselves as compared to teachers trained in other institutions.*

OPEN-ENDED RESPONSE

Open-ended response by respondents showed a positive reaction in general to the faculty and student relationship on both the undergraduate and graduate levels. Course experiences also received positive comment in support of the evidence shown on the multiple choice items.

The question, *If you could make one suggestion for the improvement of teacher training at FAU, what would it be?* received the following response from teachers holding undergraduate degrees:

More preparation for lesson planning; less team teaching; teach actual methods of instruction, e.g., how to prepare and present a unit on the primary level; emphasize content more than methods; more methods rather than projects; more demonstration lessons; separate groupings for elementary and secondary teachers in Centers of Discovery; teach effective discipline; more realistic classroom situations; viewing more classroom teaching situations; more classroom participation; more actual classroom examples, more practical work in the field, more help in solving student's problems, more awareness of cultural backgrounds; longer student teaching, and more coordination for student teaching so no waiting or overcrowding, better preparation for student teaching, smaller student teaching seminars; more realistic approach to teaching; less idealism, more practical methods of class organization; more methods courses; criticism of treatment of education students by Departments outside of the College of Education; offer course in Florida History; smaller classes; Art Department is too small.

Graduates of FAU holding Master's degrees replied to this same question as follows:

More choice of alternative courses, guidance at elementary school level, more training for work with deprived children, more reading courses, offer more required courses pertaining to discipline and philosophy of young people, more graduate courses in areas of certification for supervisory positions in business and vocational education; more preparation in curriculum methods and materials; method courses are too long on theory and short on technique, more content material for people getting advanced degrees; less ideal and more realistic approaches to the classroom, need help with practical disciplinary measures, more practical learning--less theory; provide instructors who know elementary guidance, need one more teacher in Business Education; more careful selection of instructors at FAU; require more hours of observation and longer student teaching; invite more guest speakers on campus, more careful screening of counselor candidates; keep the student first; inadquate English grammar used by student teachers.

Appendix I: An Evaluation of Florida Atlantic University Graduates by Principals with Respect to 24 Traits

Department of Educational Research
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Boca Raton, Florida

October 29, 1968

During the academic year 1967-68, the Department of Educational Research, in cooperation with the Dean of the College of Education and the Chairmen of the various departments of the College of Education, devised a Principal's Rating Scale for Teacher Personnel. This scale was sent to principals in Broward, Dade and Palm Beach Counties, Florida, who employ graduates of the College of Education at Florida Atlantic University. The purpose of this scale was to obtain an evaluation of FAU graduates by principals with respect to 24 traits which were considered to be indicative of success as a teacher. Broward County principals rated 113 FAU graduates. Dade County rated 71 graduates. Palm Beach principals rated 121 graduates. Separate chi square analyses with the Yates Correction for Continuity were made by the Department of Educational Research on the number of responses made by principals to four key questions on the rating scale. These four questions were: 1) Does this teacher exhibit adequate training in his or her area of specialization? 2) Do you wish to retain this teacher as a permanent member of your faculty?; 3) Do you consider the professional training of this teacher to be outstanding, above average, adequate or inadequate?; and 4) How would you rate this teacher as compared to teachers trained in other institutions with respect to outstanding, above average, adequate, or inadequate? In addition, the rating scales were analyzed by the Computer Center at Florida Atlantic University, and percentages of various degrees of agreement and disagreement among principals with respect to the presence of the 24 traits in FAU graduates were obtained for the three counties individually.

ANALYSIS OF RESULTS

On the question of adequacy of training in the area of specialization, chi squares were obtained which were significant beyond the .01 level of confidence in favor of moderate agreement with the question of adequacy of training over strong and slight agreement for Broward, Dade and Palm Beach Counties individually. A chi square test between strong, moderate and slight agreement on the foregoing question among all three counties simultaneously yielded a non-significant chi square, which indicated that there was no significant difference in the pattern of ratings for the three counties, since no significant difference was found between the observed and theoretical frequencies. With respect to the amount of agreement and disagreement among principals as to the adequacy of training in the areas of specialization, significant chi squares beyond the .01 level of confidence in favor of agreement over disagreement were found for Broward, Dade and Palm Beach Counties individually. This finding showed that a significantly higher number of principals agreed with the adequacy of FAU training in the area of specialization than principals who disagreed in each of the three counties. A chi square test between agreement and disagreement on the foregoing question among principals in all three counties simultaneously yielded a non-significant chi square, which indicated that the pattern of agreement over disagreement with respect to the adequacy of training in the area of specialization was the same in all three counties.

With respect to the question of principals' desiring to retain FAU graduates on their faculties, chi squares were obtained which were significant beyond the .01 level of confidence in favor of strong agreement over moderate or slight agreement for Broward, Dade and Palm Beach Counties individually. This finding showed that the principals in the three counties

who were in agreement with retaining FAU graduates on their faculties were strongly in agreement. A chi square test between strong, moderate and slight agreement on the preceding question among principals in all three counties yielded a non-significant chi square, which indicated that the pattern of desire to retain FAU graduates on their faculties was the same for all three counties. Chi square tests were run on the amount of agreement versus the amount of disagreement among principals on the question of retaining FAU graduates on their faculties, and significant chi squares beyond the .01 level of confidence in favor of agreement over disagreement were obtained for Broward, Dade and Palm Beach Counties individually. This finding showed that a significantly higher number of principals wished to retain FAU graduates on their faculties than principals who did not in each of the three counties. A chi square test between agreement and disagreement among principals in all three counties simultaneously on the question of retaining FAU graduates on their faculties yielded a non-significant chi square, indicating that the pattern of desire to retain FAU graduates on their faculties was the same in all three counties.

On the question of the professional training of FAU teacher graduates, chi squares were obtained from principals' rating which were significant beyond the .01 level of confidence in favor of above average training over outstanding, adequate or inadequate training for Broward, Dade and Palm Beach Counties individually. This finding showed that among the principals who favored the professional training of teachers at FAU, a significantly high number agreed that the training was above average in each of the three counties. A chi square test between the ratings of outstanding, above average, adequate and inadequate on the question of the professional training of FAU graduates among the principals in all three counties simultaneously

yielded a non-significant chi square, which indicated that the pattern of ratings was the same for all three counties.

With respect to the question of how FAU teacher graduates compared to teachers trained in other institutions, chi squares were obtained which were significant beyond the .01 level of confidence in favor of above average training over outstanding, adequate or inadequate training as a result of principals ratings in Broward, Dade and Palm Beach Counties individually. This finding indicated that a significantly high number of principals agreed that FAU teacher graduates were above average as compared to teacher graduates of other institutions in each of the three counties. A chi square test between the ratings of outstanding, above average, adequate and inadequate training of FAU graduates as compared to teachers trained in other institutions by principals in all three counties simultaneously, yielded a non-significant chi square which indicated that the pattern of ratings was the same for all three counties.

The computer analysis of the 305 rating scales with respect to the percentages of the various degrees of agreement and disagreement among principals as to the presence of the 24 traits measured by the scale in FAU teacher graduates for the three individual counties were as follows:

On the question of adequacy of training in the area of specialization 94% of Broward, 91% of Dade and 96% of Palm Beach principals agreed that the training of Florida Atlantic University teacher graduates was adequate with an average 10% difference between moderate and strong agreement in favor of moderate. With respect to the question of whether or not FAU teacher graduates use approved educational procedures, 93% of Broward, 93% of Dade, and 97% of Palm Beach principals agreed that FAU graduates use approved educational procedures, with an average 25% difference between

moderate and strong agreement in favor of moderate.

On the trait of cooperation with the principal, 97% of Broward, 99% of Dade, and 99% of Palm Beach principals agreed that FAU teachers cooperated with the principals, with an average 44% difference between strong and moderate agreement in favor of strong. With respect to cooperation with other faculty members, 95% of Broward, 98% of Dade, and 96% of Palm Beach principals agreed that FAU teachers cooperated with other faculty members, with an average 24% difference between strong and moderate agreement in favor of strong.

On the question of whether or not FAU teacher graduates relate satisfactorily to community and parents, 95% of Broward, 91% of Dade, and 93% of Palm Beach principals agreed that FAU graduates relate satisfactorily to community and parents, with an average 8% difference between moderate and strong agreement in favor of moderate. It should be noted that Broward County agreed strongly on this point. With respect to the trait of relating satisfactorily to students, 93% of Broward, 96% of Dade, and 94% of Palm Beach principals agreed that FAU graduates related satisfactorily to students, with an average 8% difference between strong and moderate agreement in favor of strong. Palm Beach County agreed moderately on this point.

Agreement on the question of whether or not FAU teacher graduates posses outstanding teaching abilities, showed that 93% of Broward, 93% of Dade, and 96% of Palm Beach principals agreed that FAU graduates possess outstanding teaching abilities, with an average 17% difference between moderate and strong agreement in favor of moderate. With respect to the trait of security and adequacy as a person and teacher, 90% of Broward, 93% of Dade and 95% of Palm Beach principals agreed that FAU teachers were secure and adequate as persons and teachers, with an average 16% difference between moderate and strong agreement in favor of moderate. Broward County agreed strongly on this trait.

The question of whether or not FAU teacher graduates use creative and adaptive approaches to problems showed that 94% of Broward, 87% of Dade, and 93% of Palm Beach principals agreed that FAU graduates use creative and adaptive approaches to problems, with an average 10% difference between moderate and strong agreement in favor of moderate. In regard to the trait of eagerness to innovate and experiment, 91% of Broward, 89% of Dade, and 90% of Palm Beach principals agreed that FAU graduates show eagerness to innovate and experiment, with an average 8% difference between moderate and strong agreement in favor of moderate. Broward County agreed strongly on this point.

On the question of relating knowledge to appropriate classroom practice, 92% of Broward, 94% of Dade, and 95% of Palm Beach principals agreed that FAU teachers relate knowledge to appropriate classroom practice, with an average 13% difference between moderate and strong agreement in favor of moderate. With respect to the trait of creating a desire to learn in students, 93% of Broward, 96% of Dade, and 92% of Palm Beach principals agreed that FAU graduates create a desire to learn in students, with an average 8% difference between moderate and strong agreement in favor of moderate. Broward County agreed strongly on this point.

With respect to the ability to maintain discipline in the classroom, 83% of Broward, 86% of Dade, and 93% of Palm Beach principals agreed that FAU teachers possess the ability to maintain discipline in the classroom, with an average 10% difference in agreement between strong and moderate in favor of strong. Palm Beach County agreed moderately on this trait. On the question of whether or not FAU graduates possess a sense of humor, 94% of Broward, 95% of Dade and 92% of Palm Beach principals agreed that FAU graduates possess a sense of humor, with an average 11% difference in agreement

between moderate and strong in favor of moderate. Broward County agreed strongly on this trait.

On the question of whether or not FAU teacher graduates possess the ability to communicate a subject effectively, 91% of Broward, 93% of Dade and 95% of Palm Beach principals agreed that FAU teachers communicate a subject effectively, with an average 18% difference between moderate and strong agreement in favor of moderate. Broward County agreed strongly on this point. With respect to the trait of adequate physical energy, 95% of Broward, 96% of Dade, and 96% of Palm Beach principals agreed that FAU teachers possess adequate physical energy, with an average 23% difference between strong and moderate agreement in favor of strong.

The decision of whether or not principals wanted to retain presently employed FAU teacher graduates on their faculties showed that 93% of Broward, 94% of Dade, and 94% of Palm Beach principals wanted to retain the FAU teachers, with an average 31% difference between strong and moderate agreement in favor of strong. As to whether or not FAU graduates possess desirable personal or social characteristics, 97% of Broward, 95% of Dade, and 97% of Palm Beach principals agreed that FAU graduates possess desirable personal or social characteristics, with an average 24% difference in agreement between strong and moderate in favor of strong.

With respect to the question of meeting the needs of children, 94% of Broward, 97% of Dade, and 97% of Palm Beach principals agreed that FAU teachers meet the needs of children, with an average 7% difference between moderate and strong agreement in favor of moderate. Considering the question of meeting the needs of the community, 98% of Broward, 99% of Dade, and 93% of Palm Beach principals agreed that FAU graduates meet the needs of the community, with an average 23% difference between moderate and strong agree-

ment in favor of moderate.

As to whether or not FAU graduates provide diversity in classroom situations, 92% of Broward, 92% of Dade, and 93% of Palm Beach principals agreed that FAU teachers provide diversity in classroom situations, with an average 14% difference between moderate and strong agreement in favor of moderate. With respect to the effective use of instructional materials, 94% of Broward, 94% of Dade, and 94% of Palm Beach principals agreed that FAU graduates make effective use of instructional materials, with an average 20% difference between moderate and strong agreement in favor of moderate.

On the question of whether or not the principals consider the professional training of FAU teachers to be outstanding, above average, adequate, or inadequate, 52% of Broward principals agreed that the professional training of FAU graduates was above average, 27% agreed that it was adequate, 18% agreed that it was outstanding, and 3% indicated that it was inadequate. Forty-eight per cent of Dade principals agreed that the professional training of FAU graduates was above average, 34% agreed that it was adequate, 16% agreed that it was outstanding, and 2% rated it as inadequate. Fifty per cent of Palm Beach principals agreed that the professional training of FAU graduates was above average, 30% agreed that it was adequate, 19% agreed that it was outstanding, and 1% rated it as inadequate.

When principals were asked to rate FAU teacher graduates with respect to outstanding, above average, adequate or inadequate as compared to teachers trained in other institutions, 43% of Broward principals rated FAU graduates above average, 29% gave a rating of adequate, 16% gave a rating of outstanding, and 12% gave a rating of inadequate. Fort-eight per cent of Dade principals rated FAU graduates above average, 31% gave a rating of adequate, 13% gave a rating of outstanding, and 8% gave a rating of inadequate. Forty-three per cent of Palm Beach principals rated FAU graduates above average, 37% gave a rating of adequate, 17% gave a rating of outstanding, and 3% gave a rating of inadequate.

SUMMARY

Three hundred and five graduates of the College of Education at Florida Atlantic University, who are presently employed as teachers in Broward, Dade and Palm Beach Counties, were rated by their respective principals on a Principal's Rating Scale for Teacher Personnel developed by the Department of Educational Research at Florida Atlantic University. Principals rated the FAU graduates on 24 traits which were considered to be indicative of success as a teacher. Results showed that principals in all three counties were preponderantly in agreement that FAU teacher graduates possessed the 24 traits, with a 94% average level of agreement. Disagreement among principals with respect to the possession of the 24 traits by FAU graduates was extremely low with respect to each trait, with an average 6% level of disagreement.

The strongest areas of agreement among principals were on the traits of cooperation with the principal, cooperation with other faculty members, relate satisfactorily to students (Palm Beach principals agreed moderately on this point), ability to maintain discipline in the classroom (Palm Beach principals agreed moderately on this issue), possess adequate physical energy, desire to retain FAU teacher graduates on their faculties, and possess desirable personal or social characteristics.

Moderate areas of agreement among the principals were on adequacy of training in the area of specialization, use of approved educational procedures, relate satisfactorily to community and parents (Broward principals agreed strongly on this point), possess outstanding teaching abilities, possess security and adequacy as a person and teacher (Broward

principals agreed strongly on this quality), use creative and adaptive approaches to problems, eagerness to innovate and experiment (Broward principals agreed strongly on this point), relate knowledge to appropriate classroom procedures, create a desire to learn in students (Broward principals agreed strongly on this issue), possess a sense of humor. (Broward principals agreed strongly on this issue), ability to communicate a subject effectively (Broward principals agreed strongly on this point), meet the needs of children, meet the needs of the community, provide diversity in classroom situations, and effective use of instructional materials.

On the question of the professional training of FAU teacher graduates, 18% of Broward, 16% of Dade, and 19% of Palm Beach principals agreed that the training was outstanding. Fifty-two per cent of Broward, 48% of Dade, and 50% of Palm Beach principals agreed that the training was above average. Twenty-seven per cent of Broward, 34% of Dade, and 30% of Palm Beach principals agreed that the training was adequate. Three per cent of Broward, 2% of Dade and 1% of Palm Beach principals rated the training as inadequate.

With respect to the training of FAU teacher graduates as compared to teachers trained in other institutions, 16% of Broward, 13% of Dade, and 17% of Palm Beach principals rated FAU graduates as outstanding. Forty-three per cent of Broward, 48% of Dade, and 43% of Palm Beach principals rated FAU graduates above average. Twenty-nine per cent of Broward, 31% of Dade, and 37% of Palm Beach principals rated FAU teachers as adequate. Twelve per cent of Broward, 8% of Dade, and 3% of Palm Beach

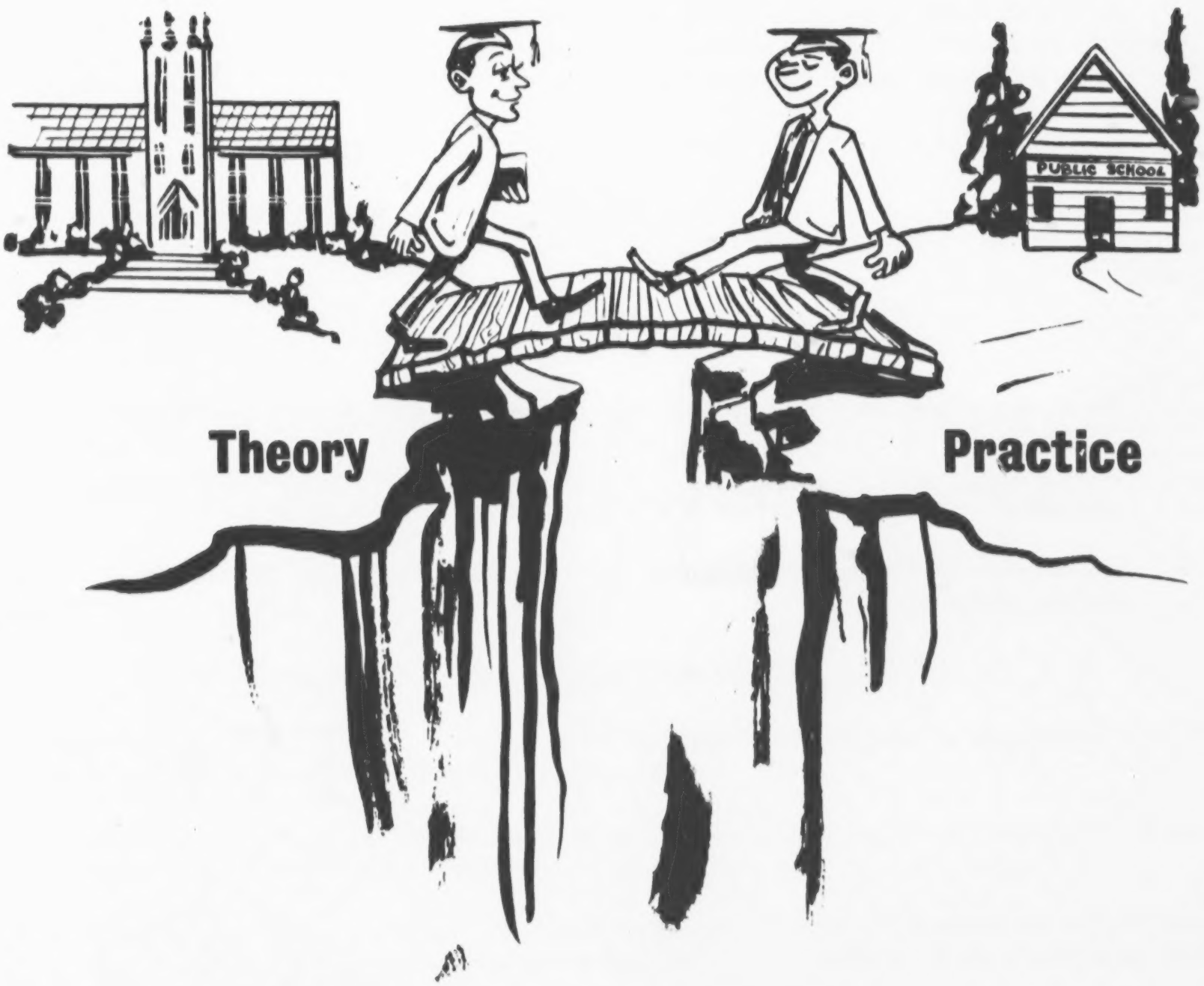
principals rated FAU graduates as inadequate.

Generally, the results of the rating scale showed that the principals in Broward, Dade and Palm Beach Countics were in favorable agreement with the personal qualities and professional training of graduates of the College of Education at Florida Atlantic University.

Let's Bridge the Gap

A Guide for the Principal, Cooperating Teacher and Student Aide

by Vida Hoffacker, Instructor



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1969

FOREWORD

In these days of a complex and changing society, Florida Atlantic University attempts to keep pace by providing an up-to-date, innovative program of teacher education. The four multidisciplinary courses which all teacher candidates are required to take are called The Centers of Discovery. New concepts of learning are incorporated in this sequence of courses. Educational TV, Inquiry group discussion, Independent Study and Team Teaching are utilized to the fullest. The subject matter is shown on the chart (pg. i Appendix) as well as the two important activities required of each student, a comprehensive project and student aide work.

The objectives of the Student Aide Program are:

A. To familiarize the student early in his career with the school and school community.
B. To allow the student to see how theory is applied in the classroom.
C. To help the student develop a better understanding and interpretation of the role of the teacher.
D. To provide the teacher in the field with a new kind of resource - an assistant.

The film "We've Come a Long Way" can be secured from Florida Atlantic University or your County Film Library. We recommend showing this film to faculty for a fuller understanding of the Student Aide Program.

THE PRINCIPAL AND STUDENT AIDE

1. The student aide is required to contact the principal and arrange for a meeting with him or his designated representative. This is to be accomplished by the student within ten days after he is assigned to a school. Meanwhile his application will have been sent to the principal and cooperating teacher from the Florida Atlantic University Student Aide Office.

2. The principal or designated representative will introduce the student to the teacher to whom he has been assigned.

Note Florida Atlantic University screens teacher candidates for their professional appearance and attitudes.

There are several reasons why the screening procedure does not always succeed:

1. The styles of today's youth are fast-changing. The student aide's acceptable college dress is not always appropriate to the classroom. He must change roles as part of his transition into the profession.

2. The county schools vary in their ideas of appropriate professional appearance and dress.

3. Faculty at the University as well as in the school systems do not always agree upon what constitutes acceptable professional appearance, i.e., attitudes vary on male beards, mustaches and hair length - female skirt lengths and hair styles.

4. Although some students agree to dress appropriately when they visit a school, they do not always live up to agreements.

The College of Education would welcome your suggestions concerning this mutual problem. If the student aide does not meet the professional requirements for your faculty, please return his application to Mrs. Mary Garwood, Student Aide Office, College of Education Florida Atlantic University, and we will counsel the student before considering his continuing in the Centers of Discovery.

THE COOPERATING TEACHER AND STUDENT AIDE

The following information is meant as a guide to indicate possible procedures the cooperating teacher can follow in order to orientate the student aide to the school:

1. Discussion of the role the student aide is to play and possible duties he can undertake will be of benefit to the class and to you.

2. The teacher or possibly a student can tour the physical facilities of the school with the student aide, i.e., Library, Cafeteria, Guidance Department, Main Office, Audio Visual Department.

3. The student aide should be given a Teacher and Student Handbook. He should familiarize himself with the school philosophy, policies of dress, discipline, record keeping, i.e., grading, lesson plans, absentee procedures and whatever else the teacher feels is necessary for efficiency in his role as an aide.

5. The student aide and teacher should agree upon a schedule. Once agreed upon, the student aide should maintain it. In case of an emergency or illness he is expected to notify his cooperating teacher ahead of time. A schedule form is included in the appendix (pg. 11) for your convenience.

SUGGESTED DUTIES FOR STUDENT AIDES IN ELEMENTARY SCHOOLS

1. Child care activities

   A. Assist in supervising lunchroom, milkbreak, restroom, halls, loading and unloading buses.
   B. Assist in supervising physical education.
   C. Assist in helping students who become ill while in school.

2. Prepare and obtain instructional materials

   A. Prepare instructional tapes, transparencies, bulletin boards, experience charts, posters, etc.
   B. Organize classroom library, vertical file, science equipment, etc.
   C. Locate and obtain materials and equipment used in teaching a unit.

3. Clerical-housekeeping activities

   A. Assist in keeping classroom attractive.
   B. Type and duplicate materials.
   C. Assist in evaluating students daily papers and tests.
   D. Assist in development of learning activities packets.

4. Teaching Activities

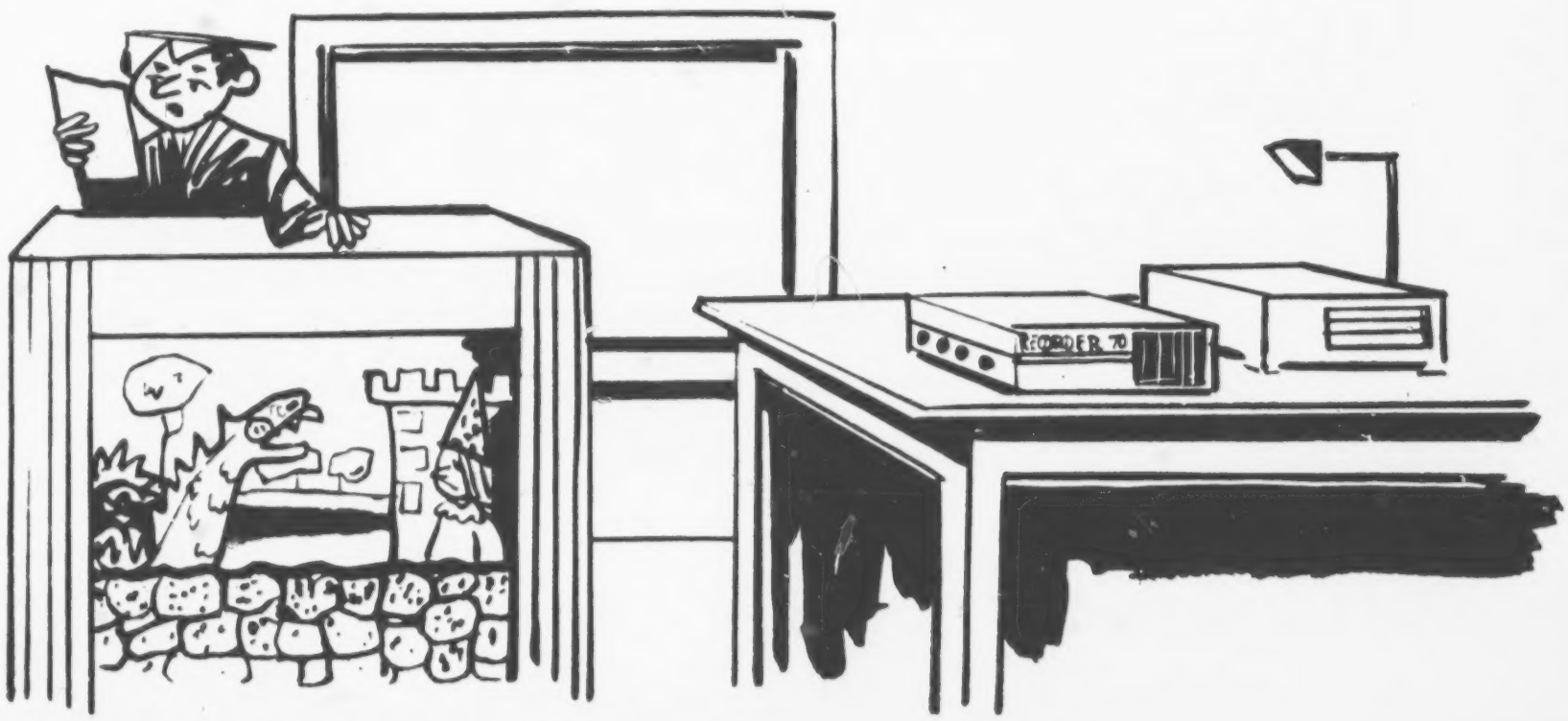
   A. Tutor individual students, assist with individualized projects.
   B. Work with small groups (review material, drill work, committee projects).
   C. Plan and teach an activity to a large group.

SUGGESTED DUTIES FOR STUDENT AIDES IN SECONDARY SCHOOLS, JR. HIGH, MIDDLE AND SENIOR HIGH SCHOOLS.

1. Assist in the preparation and filing of instructional materials, i.e., transparencies, maps, drawings, current event materials
2. Assist with supervision of cafeteria, study halls
3. Administer teacher-prepared make-up tests
4. Collect and organize materials for a unit of work
5. File reports, records, teaching materials
6. Arrange bulletin boards
7. Distribute and collect materials in class
8. Assist with assemblies and student plays
9. Assist sponsors with clubs and other extra-curricular activities
10. Assist teacher in listing assignments and notices
11. Read daily bulletins to class
12. Assist in conducting school elections
13. Assist in procurement and setting up audio visual equipment
14. Work with exceptional students individually or in small groups under the direction of the cooperating teacher
15. Assist students in library research
16. Utilize special talent or hobby to present an enrichment lesson to class.
17. Conduct library research for the supervising teacher for classroom information
18. Arrange class libraries and replace book cards
19. Make audio tapes for student use
20. Type and run off tests for supervising teacher
21. Assist in development of Learning Packet Studies

RESEARCH PROJECT

Prior to being placed in the school, the prospective teacher is required to begin a research project in an area of interest in education. This project is presented in the ED 305 Seminar. Students are engaged in various kinds of research, i.e., statistical, historical, descriptive. It is often helpful to the teacher as well as the student aide if the project revolves around current classroom practice and application.



A FINAL NOTE

Teacher preparation involves not only theory, but also much practice in the classroom. To be a model and guide for children requires more than an accumulation of facts. The Student Aide Program presents excellent on-the-job training. The College of Education's goal is to prepare better teachers for our schools and only with the help of the school system can we hope to accomplish this goal. It is a Three Way Street from the theory of the college classroom to actual practice in the schools and finally a return to those schools as a well prepared professional. With your help we can Bridge the Gap.

FLORIDA ATLANTIC UNIVERSITY
CENTERS OF DISCOVERY
SEQUENTIAL COURSES

Quarter I ED 302	HISTORICAL / PHILOSOPHICAL / SOCIOLOGICAL BASES OF EDUCATION / IMPLICATIONS FOR CURRICULUM.
Quarter II ED 303	EDUCATIONAL RESEARCH TECHNIQUES - MEASUREMENT / EVALUATION OF PUPIL PROGRESS IMPLICATIONS FOR CURRICULUM.
Quarter III ED 304	HUMAN DEVELOPMENT / LEARNING THEORIES - IMPLICATIONS FOR CURRICULUM.
Quarter IV ED 305	CURRENT EDUCATIONAL ISSUES - SCHOOL ADMINISTRATION SCHOOL SERVICES / LEGAL ASPECTS OF EDUCATION IMPLICATIONS FOR CURRICULUM / SEMINARS ON STUDENT PROJECTS
*NOTE:	THE EDUCATIONAL RESEARCH PROJECT and THE 60 hours of STUDENT AIDE WORK ARE BEGUN AT THE END OF ED302. THE STUDENT COMPLETES BOTH OF THESE ACTIVITIES BEFORE ENROLLING FOR THE FINAL CENTER'S COURSE, ED 305. THIS IS A SEMINAR IN WHICH THE STUDENT GIVES AN ORAL PRESENTATION OF HIS RESEARCH.

FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
STUDENT AIDE WORK SCHEDULE

Direction - This form should be completed by the Student Aide with the Cooperating Teacher's approval. The Student Aide should also complete the same form for his own files.

SCHOOL _____

STUDENT AIDE _____ TELEPHONE _____

ADDRESS _____

COOPERATING TEACHER _____ TELEPHONE _____

QUARTER - FALL DATE BEGINNING _____ ENDING _____

DAYS OF WEEK Monday Tuesday Wednesday Thursday Friday

TIME _____

PERIODS _____

CLASSROOM NUMBER _____

SUBJECT & GRADE _____

QUARTER WINTER DATE BEGINNING _____ ENDING _____

DAYS OF WEEK _____

TIME _____

PERIODS _____

CLASSROOM NUMBER _____

SUBJECT & GRADE _____

QUARTER SPRING DATE BEGINNING _____ ENDING _____

DAYS OF WEEK _____

TIME _____

PERIODS _____

CLASSROOM NUMBER _____

SUBJECT & GRADE _____